**Subject:**

Language Arts; Writing

**Writing Process Stage:**

Pre-writing

**Grades:**

3-5

**Concept:**

Students learn how to focus on the five Ws in order to begin crafting a creative story.

**Materials:**

* Magazine or newspaper articles
* Highlighters
* Five Ws template
* Scissors

**Anticipatory Set:**

Find a juicy yet short magazine or newspaper article. Read it aloud. Ask students to take a moment and use highlighters to mark the important information in the article. Ask students to choose another color highlighter or a pen, and model which parts you would have marked. Discuss why you would have chosen these parts (*This is who the article is about… Here is the date and time of the incident… This part describes where…*).

**Directed Instruction:**

1. All journalists know that they have to address “the five Ws” when writing an article or a story.
   1. *Who* - who is involved
   2. *What* - what happened
   3. *Where* - where it happened (place)
   4. *When* - when it happened (time)
   5. *Why* - why it happened (if known)
2. See if the kids can recite the mantra quickly –*Who, What, When, Where, Why*.
3. Authors also must use the five Ws when creating a story, especially if the plot is filled with mystery or suspense. Explain that these story elements can be quite detailed. For instance, the “who” portion can describe the protagonist, the antagonist, and any ancillary characters. The “when” can delineate the small as well as the big picture - what time of day did the event occur on, but also what time period overall (past, present, future)?
4. Emphasize that journalists and authors notice the big as well as the small details. For instance, the “where” portion may describe the town in which the story takes place, but it also can detail the room(s) in which the climatic moment occurs.

**Group Practice:**

1. Choose another magazine/newspaper article or story.
2. In small groups, have students read the article.
3. Ask them to create a vertical foldable (fold along the solid line and cut flaps along the dotted lines) and then fill out the foldable with the facts: who, what, where, when, why. Ask them to bullet point as many details as they can about each aspect of the article. (*see below*)

**Independent Practice**

Have students read an article independently and highlight the 5 W’s in that article.